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This report contains the findings of a field study of the ethnic and racial composition and intergroup relations in the schools in the Corona Unified School District, California. These findings are information on (1) the district's approaches to desegregation and its policy on intergroup relations, (2) students' achievement differences, (3) indications of unequal educational opportunities, (4) existing compensatory education programs, (5) students' cocurricular activities, and (6) school-community relations. Recommendations for changes are included. (See also UD 006726, UD 006731, and UD 006732.) (EF)

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IMPROVING ETHNIC BALANCE AND INTERGROUP RELATIONS

An advisory report to the Board of Education,

Corona Unified School District

I. INTRODUCTION

In July 1967, at the invitation of District Superintendent John W. Stallings, the Bureau of Intergroup Relations of the State Department of Education began to provide advisory services to the Corona Unified School District concerning the elimination of ethnic imbalance in Corona elementary schools and the improvement of intergroup relations in the schools and community.

Members of the Bureau's consultant staff visited Corona on several occasions. From August 8, Bureau consultants attended meetings of the Committee for the Best Education, appointed by the Board of Education to seek a solution to the problem of de facto segregation in the schools. Three consultants participated in the team study, conducted during September and October, which resulted in this advisory report.

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Prior to Dr. Stalling's request for advice, in June 1967, the Corona Board of Education had reaffirmed its determination "to use whatever means are in keeping with sound educational policies to retard the growth of racial/ethnic segregation and to use all reasonable means to reduce racial/ethnic segregation in the schools of the district." Plans developed

by the Superintendent, recommended by the Committee for the Best Education and now awaiting approval by the Board of Education, seem to provide a solution to the problem which is satisfactory under the criteria adopted by the Board.

The Corona Board of Education and the Superintendent of Schools are to be congratulated for their leadership in accepting the challenge to make equal educational opportunity a reality for all children in Corona. The Committee for the Best Education also deserves commendation for its direct and productive approach to these problems.

Because the district has already addressed itself to the question of ethnic imbalance and seems ready to implement a plan of desegregation, this report is chiefly concerned with the problems of integration: staff training and sensitivity, compensatory education, school-community relations, intergroup education and intergroup relations.

II. DISTRIBUTION OF PUPILS IN CORONA PUBLIC SCHOOLS

A. District profile data. Corona Unified School District is situated in Riverside County, fourteen miles southwest of the city of Riverside, and provides public school education for residents of Corona, Norco and adjacent areas. The district was unified in 1948. Enrollment in 1966-67, in kindergarten and grades 1 through 12, was 11,406. The district operates fourteen elementary schools (K-6), three junior high schools (7-9), and two senior high schools (10-12), as well as a continuation school and evening high school.

More than fifty manufacturing industries contribute to the economy of the Corona area, which is also a citrus and dairy center. Two rail

lines, two freeway systems and other highways serve the area. Residential housing, much of it occupied by families of persons who travel daily to work in other cities, has been developed at an increasing rate in recent years, and the school district has maintained a program of site acquisition and school construction to meet the needs of this growth. Projections to 1980 were published in a district report, Planning for Growth in the Corona Unified School District (January 1965).

The district owns five sites for additional elementary schools, one of which, on Parkridge Avenue, is scheduled to open in September 1968. Two sites for additional junior high schools also are owned by the district.

Elementary enrollment (K-6) was 7,248 in October 1966. A year later the number had grown to 7,806. Seven regular classrooms, of the 253 available in all elementary schools, were not scheduled for class use at that time (September 1967). All of the present buildings are reported to meet necessary standards of safety.

State school building aid in the total amount of $19,600,000 is authorized for the district. A school bond issue of $1,115,000 is to be sold in January 1968, after which the authorized and unsold bond balance is expected to be $6,980,000. Assessed valuation of property in the district (1966-67) was $102,944,560.

The school district and Riverside County are exploring the possibility of purchase by the county of Kimbell Elementary School as the site for a complex of county administrative offices. A portion of the 11.97-acre site might be retained by the district, which also might rent space in the buildings for special classes.

During the 1966-67 school year the district operated 34 school busses to transport 3,870 pupils daily one way. Of these, 198 were exceptional children and 3,672 were normal children. Transportation expense for the year amounted to $157,473, of which the State reimbursed the district $72,423.

B. Racial and ethnic surveys. Surveys conducted in schools of the Corona district in October 1966 and September 1967 indicated that racial and ethnic minorities comprise about 25 percent of the enrollment. In 1967, at the elementary level, Spanish surname pupils numbered 1,880 or 24.1 percent of all pupils, and Negro, Oriental and American Indian pupils numbered 49 or .58 percent. Kimbell and Lincoln schools reported 781 Spanish surname pupils, or 77.6 percent and 55.8 percent, respectively, pupils of Spanish surname in the total enrollment of each. No school reported less than 7 percent of its pupils in that ethnic group.

The State Department of Education, in analyzing the results of such surveys, has used the guideline of a 15-point deviation from the mean percentage of the district's racial and ethnic composition, outside of which a school is considered to be imbalanced. Applying that scale to the Corona elementary schools in September 1967, Kimbell and Lincoln were imbalanced minority schools and Riverview and Vicentia were imbalanced majority schools, with Garretson and Washington very close to the latter in "other white" percentages. Special education classes, enrolling 49 Spanish surname pupils or 45.4 percent of the total, were also in the category of imbalance.

Junior high school and senior high school survey data for 1967

were not available when this report was prepared. Except for special education classes, no imbalance was indicated at the secondary level in the 1966 data.

Table 1 presents the results of the latest survey at the elementary level (K-6) in the Corona public schools.

C. District approaches to desegregation. On June 19, 1967, the Board of Education of the Corona Unified School District adopted a position statement on racial and ethnic imbalance of public schools which declared:

"The Board has made clear, both individually and collectively, its abhorrence of racial or ethnic segregation in any form. The Board of Education now reaffirms its determination to use whatever means are in keeping with sound educational policies to retard the growth of racial/ethnic segregation and to use all reasonable means to reduce racial/ethnic segregation in the schools of the district."

To help the board implement its policy, the Committee for the Best Education was formed by board action. The thirteen members of the committee included two board members, the Superintendent of Schools, and representatives of the Corona Human Relations Commission, PTA Council, Corona Chamber of Commerce, Norco Chamber of Commerce, Citizens Committee for Better Education (a Mexican American group), service clubs, school principals, teachers association, and council of churches. Consultants to the committee were the Assistant Superintendent for Instructional Services and specialists from the staff of the Riverside County Superintendent of Schools and the State Department of Education's Bureau of Intergroup Relations.

TABLE 1

RACIAL AND ETHNIC DISTRIBUTION OF PUBLIC SCHOOL ENROLLMENT
CORONA UNIFIED SCHOOL DISTRICT
September 20, 1967

ELEMENTARY SCHOOL	Spanish Surname		Other White		Negro		Chinese, Japanese, Korean		American Indian		Other Nonwhite		TOTAL
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Coronita	166	18.6	726	81.1	1	.1	1	.1	1	.1	-		895
Eastvale	75	21.1	278	78.	1	.3	2	.6	-		-		356
El Cerrito	111	28.	286	72.	-		-		-		-		397
Garretson	71	10.8	583	88.7	-		2	.3	1	.2	-		657
Highland	28	15.5	153	84.5	-		-		-		-		181
Home Gardens	147	27.	393	72.3	-		4	.7	-		-		544
Jefferson	149	34.	288	65.6	1	.2	1	.2	-		-		439
Kimbell	403	77.6	107	20.6	9	1.8	-		-		-		519
Lincoln	378	55.8	297	43.8	2	.3	1	.1	-		-		678
Norco	85	13.1	565	86.9	-		-		-		-		650
Riverview	44	7.4	552	92.	-		2	.3	2	.3	-		600
Sierra Vista	72	13.	478	86.6	-		2	.4	-		-		552
Vicentia	43	7.6	521	91.7	-		3	,5	1	.2	-		568
Washington	58	8.8	588	89.4	3	.5	6	1.	-		2	.3	657
Home Instruction	1	20.	4	80.	-		-		-		-		5
Spec. Education	49	45.4	58	53.7	-		1	.9	-		-		108
Total	1,880	24.1	5,877	75.32	17	.2	25	.3	5	.05	2	.03	7,806

The committee met with the Board of Education on August 7, at which time it was officially organized and charged (1) to develop a plan of desegregation to recommend to the Board of Education and (2) to promote the plan of integration within the community.

Committee meetings were held semi-monthly into October, for the purpose of exploring the issues of de facto segregation, desegregation and integration and hearing some expression of committee, staff and community views. Among other reports and studies, the committee received a research paper by Assistant Superintendent Austin M. Mason, "Integration and Its Effect on Pupil Achievement." Finally, the committee discussed and considered various methods of desegregation, including pairing (3-3 grade organization), grouping three schools (2-2-2 grade organization), converting target schools to kindergarten schools or to sixth-grade schools, controlled-enrollment demonstration school, and exchanging pupils.

The plan approved by the committee for recommendation to the Board of Education on November 6, 1967 involves the following:

1. construction of Parkridge Elementary School;
2. revision of attendance area boundaries of Lincoln Elementary School;
3. closing Kimbell Elementary School, and either its sale to the county or its use as district administrative center;
4. reassignment of Kimbell pupils to several other schools.

The Superintendent of Schools, in proposing this plan, described it as rezoning for school attendance purposes the area east of Main Street, apportioning it among Parkridge, Lincoln and Garretson schools.

The present attendance area of Kimbell Elementary School would be divided among Parkridge, Washington, Vicentia, Jefferson and Coronita schools.

Table 2 presents the projected racial and ethnic distribution after implementation of the plan, named "IDEAL" (Integration Does Educate All Learners).

TABLE 2

"IDEAL" RACIAL AND ETHNIC DISTRIBUTION, SEVEN CORONA SCHOOLS

School	Spanish surname	Other white	Negro	Total
Coronita & Adams	270 (27%)	778	3	1,051
Garretson	194 (29%)	468		662
Jefferson	133 (29%)	325		458
Lincoln	208 (33%)	418		626
Parkridge	157 (32%)	336	5	498
Vicentia	134 (21%)	502		636
Washington	193 (28%)	490		683

Projections based on other alternatives did not indicate a possible distribution of Spanish surname and other pupils so nearly approximating the ethnic composition of the district as a whole.

(NOTE: The elementary schools involved in this plan are located in Corona. Eastvale, Highland, Norco, Riverview and Sierra Vista, all in Norco, which would not be affected, have smaller percentages of Spanish surname pupils.)

The Board of Education had established guidelines for the work of the

Committee for the Best Education. Among these was a time limit which would permit implementation of a desegregation plan by September 1968. Other guidelines which were considered relevant to the committee's recommendation of "IDEAL" were:

1. retain the concept of the neighborhood school;
2. keep expenses as low as possible;
3. minimize requirements for busing of pupils.

With regard to these points, the Superintendent informed the committee that the plan, if adopted by the board in November 1967, can be implemented at the opening of the 1968-69 school year; that no change in the neighborhood school policy is involved; that additional costs will be minimal because expenses for in-service training of staff, construction of new schools, transportation and instructional materials will be incurred in any case; and that the maximum cost of additional transportation will be $5,000.

He also stated that the instructional program will be improved in the course of implementing the plan, that much attention will be given to staff preparation and pupil understanding, and that "IDEAL" assumes that the Board of Education will select future school sites and establish attendance areas with full consideration of racial and ethnic factors. He emphasized the need for community acceptance and support in carrying out the plan.

III. INTERGROUP RELATIONS IN CORONA PUBLIC SCHOOLS

A. <u>"Culture-blind" or "culture-conscious?"</u> The Corona Unified

School District, like many educationally advanced school districts in California, over the years has attempted to develop an educational program that is "color-blind." (Since the predominant minority group in Corona is the Spanish surname population, nearly all Mexican Americans, "culture-blind" is a more accurate term.) It has attempted to provide equal educational opportunity for all students, regardless of race, religion, or cultural background, and has attempted to treat problems that arise on an individual basis.

Now, however, the district has recognized, on the weight of sound legal, educational, and moral considerations, that ethnic imbalance precludes equal educational opportunity. The district, consequently, is proceeding to consider plans for physical desegregation. Physical desegregation, however, necessary as it is, cannot be sufficient. The placement of Spanish surname children side by side in the classroom with Anglo children in more balanced numbers does not, in itself, lead to social integration, improved self-image and academic achievement, and all the additional components of genuine equal educational opportunity. Physical desegregation must be accompanied by a variety of other programs, all of which require that the district now become "color-conscious" (actually "culture-conscious") rather than "color-blind."

B. Indicators of unequal opportunity. If ethnic imbalance has resulted in unequal education, as studies from other areas indicate, what form has this problem taken in Corona? In what ways have Spanish surname pupils failed to cope with the educational program in Corona, and in what ways has the program failed to meet their needs? The apparent

lack of adequate information in this regard represents a primary concern of the Bureau of Intergroup Relations study team. Such information is essential if the district is to accompany desegregation with other measures designed to overcome the educational handicaps of the Spanish surname school population. Neither these handicaps nor this lack of information is peculiar to Corona, of course, and the need to confront this issue directly and immediately should provoke neither defensiveness nor undue anxiety.

That there is a problem is obvious from the available information. The percentage of Spanish surname enrollment at the various grade levels is a clear indication:

Elementary	24.2
Junior High	20.4
High School	18.3
HS Graduates	14.9

(All of the above figures are taken from the October 1966 racial and ethnic survey except for high school graduates, taken from the 1967 graduation list.)

To some small extent the larger elementary population might be due to a now higher Spanish surname birthrate, but both the figures and the comments of school staff point to a more significant factor--a higher Spanish surname dropout rate.

While figures are not available on disciplinary referrals and police contacts by ethnic groups, as another problem indicator, a cursory review and comments by school staff would seem to reveal that perhaps as many as

half of the high school students referred for truancy, tardies, smoking, fighting, defiance of authority, etc., during the 1966-67 school year, were of Spanish surname. Mention also has been made of Mexican American gang activity. Further study is needed in these areas, which undoubtedly are related to the dropout rate, and an improved program of motivation, instruction, and in-service training must follow. (Another area that might be explored is that of course selection at the secondary level: Is there a difference between Anglo and Spanish surname students in the choice of college-preparatory, general, or vocational courses? And then there are the follow-up questions to all of these: Why? and what can the district do?)

C. Differences in achievement. An attempt to determine the relationship between ethnic background, socio-economic level, and school achievement, on the basis of information available to the district, is reflected in Table 3.

While the conclusions from Table 3 must be tentative, lacking more detailed information by ethnic group, several statements can be made. Garretson and Vicentia, with the lowest proportion of Spanish surname pupils, are by far the highest in socio-economic ranking and also the highest in reading achievement. Riverview, with the third lowest proportion of Spanish surname pupils, is the third highest in reading achievement despite a low socio-economic ranking. On the other hand, Lincoln has both the second highest proportion of Spanish surname pupils and the lowest socio-economic ranking--and also the lowest reading achievement scores. Kimbell, with the highest proportion of Spanish surname pupils and the second lowest socio-economic ranking, is among the lowest in

TABLE 3

Comparative Rankings of Corona Elementary Schools

	Spanish Surname Population High to Low (1966 Racial & Ethnic Survey)	Socio-Economic Ranking Low to High (1966 Title I Application)	Stanford Reading Achievement Test Low to High (6th Grade Results-May 1967)	
			Word Meaning	Paragraph Meaning
Kimbell	1 (66.1)[a]	2 (13.5)[b]	4 (3.5)[c]	2* (3.6)[c]
Lincoln	2 (60.3)	1 (10.9)	1 (3.1)	1 (3.2)
El Cerrito	3 (27.6)	9 (29.5)	7* (4.1)	6 (4.0)
Home Gardens	4 (27.2)	3 (15.8)	2 (3.3)	2* (3.6)
Jefferson	5 (25.5)	6 (22.0)	9* (4.3)	8* (4.2)
Coronita	6 (18.3)	10 (37.5)	9* (4.3)	10 (4.4)
Eastvale	7 (17.0)	11 (42.0)	3 (3.4)	2* (3.6)
Norco	8 (11.1)	7 (23.7)	7* (4.1)	7 (4.1)
Sierra Vista	9 (10.7)	4 (19.2)	5 (3.6)	2* (3.6)
Highland	10 (9.5)	8 (27.0)	6 (3.8)	8* (4.2)
Riverview	11 (8.9)	5 (19.5)	11 (4.6)	11 (4.7)
Vicentia	12 (6.7)	12* (61.2)	12 (4.7)	12 (4.8)
Garretson	13 (5.6)	12* (61.2)	13 (5.4)	13 (5.0)

[a] percentage of Spanish surname in total pupil population
[b] median score on Duncan Socio-Economic Scale
[c] stanine
*two or more schools with same ranking

reading achievement. Other schools at the low end of the scale in reading achievement include Home Gardens, which has both a high proportion of Spanish surname pupils and a very low socio-economic ranking, and Eastvale, which, with an average proportion of Spanish surname pupils but a very high socio-economic ranking, cannot be accounted for on the basis of this information alone and might warrant further study centered on other ethnic problems in connection with this school's pupil population. Coronita, with an average proportion of Spanish surname pupils but with a very high socio-economic ranking, is high in reading achievement; on the other hand, El Cerrito, with the third highest proportion of Spanish surname pupils but also with a very high socio-economic ranking, falls in the middle range in reading achievement.

Obviously, there is some correlation in this material between Spanish surname population and socio-economic ranking (persons of Spanish surname being economically disadvantaged in the population generally) and between socio-economic ranking and reading achievement (those with higher income, from whatever ethnic background, generally do better academically). However, despite a few apparent exceptions, the conclusions probably can be drawn that reading achievement presently is tied more to Spanish surname than to socio-economic background, that even by the sixth grade Spanish surname pupils are not achieving as well as their Anglo peers, and that there must be an intensive reevaluation of the relevance of the existing program to the needs of Spanish surname youngsters.

D. <u>Need for compensatory programs</u>. All of this--conclusions drawn

from Table 3 as well as the apparent dropout rate and disciplinary referral figures--seem to require a focus on the Spanish surname population as a group with unique problems. (If any other minority group represented 22 percent of the Corona school population, there would be a need to focus on that group.) It seems to require development of a program centered on those problems common to Spanish surname pupils, regardless of socio-economic background and in addition to the existing program of individual identification and instruction.

Corona's Compensatory Education Program is an educationally sound program geared to overcome individual academic deficiencies. Yet, if basic education in Corona has not worked for significant numbers of individual Spanish surname youngsters, perhaps there are problems of learning, motivation and self-image that must be approached differently. The need for curriculum materials, courses, and teacher training centered specifically on the Spanish surname population--especially Mexican American culture, history, and problems--comes immediately to mind. The "Cultural Development" portion of Corona's Title I program, for example, implies a need on the part of the Spanish surname pupil to broaden his knowledge of middle-class Anglo society but appears to lack an emphasis on his knowledge of, and pride in, his own background and culture--perhaps a vital part of his problem in school and with school.

Again, in-depth study and planning are essential, with both short-range and long-range goals to be established rather quickly. In such a process, of course, Corona's small but apparently growing Negro pupil population, as well as any other minority group with special educational problems, should not be overlooked.

E. Extra-curricular activities. While a focus on the problems of the Spanish surname group has been stressed, there is an area in which the problems of low-income pupils generally must be explored--that of participation in social activities, both on the campus and extra-curricular. Despite the fact that most children appear at school well-dressed, clean, and most presentable, very often this is accomplished at great sacrifice by the family. Many community people have indicated the hardship involved in providing their children with the essentials for school attendance and participation and have reported their total inability, combined with understandable feelings of frustration, to provide for the childrens' involvement in activities which other parents are able to take for granted. Very often well-meaning teachers apparently have assumed that because children are neat and nicely dressed--and this is especially true of many Mexican American children--their parents also are able to provide them with everything that a full program of social activities entails. An examination of this situation, combined with a plan to deal with the natural reluctance of both children and parents to admit such hardship or accept charity, however well-intentioned, must be considered. (Fund-raising events, with all children participating and with the funds used to pay the expenses of all children, not just the poor, is but one example of what might be done in regard to this problem.)

F. Staff training and sensitivity. Critical to the implementation of any physical desegregation plan, much less the focus on Spanish surname problems which have been described here, are the attitudes and

responses of school administrators, teachers, and staff. The majority of school personnel are highly competent and committed to the jobs for which they have been trained and in which many have a great deal of experience. The majority undoubtedly are positive in outlook, well-meaning in intent, and desirous of helping each individual pupil fulfill his potential regardless of race, cultural background, or economic circumstance. The majority are willing to respond positively to problems of change and ethnic differences.

However, most school personnel are now meeting problems and situations for which their training and experience have not prepared them, as is true of most citizens of the community at large. Information relating to ethnic differences, class values as opposed to cultural values, the role and contributions of all peoples to American society, resources for intergroup relations curriculum materials and direct consultation on specific intergroup relations problems generally have not been available to the extent necessary. Descriptions of successful programs and innovative techniques in dealing with these areas of concern likewise generally have not been available. Discussion of intergroup relations issues among staff in most school districts often has been minimal, and understanding and communication among school personnel--much less among teachers, pupils, and parents--often has been assumed rather than built into the regular school program.

While many intergroup relations problems have no simple, general, easy-to-find solutions, examination and discussion of the problems frequently has given way to the assumption that if overlooked the problems

will take care of themselves. Then, too, with increasing concern over the problems of Spanish surname pupils, the fundamental intergroup relations problems of Anglo pupils--especially, but not only, low-income Anglo pupils--often have been overlooked despite their central role in the total intergroup relations picture. A total program of school integration must include long-range planning for continuous in-service intergroup relations training in several areas.

Perhaps the major goal of any intergroup relations training program should be an exploration on the part of all school personnel of their own attitudes, values, and feelings in regard to ethnic differences. Self-awareness and understanding is a critical factor in all intergroup relations problems, and only such awareness and understanding can lead to the effective use of previous educational training and experience in new situations. The use of language in communicating with persons of different background (do you speak of that pupil as Mexican, Spanish, or Latin?) feelings toward various racial and national groups and comparisons among them ("If the Irish worked their way up, why can't the Mexicans do it?"), attitudes toward what is perceived as different from acceptable middle-class behavior (parents who don't respond to notes sent home by the teacher or pupils who wear their hair Beatle-style), views on civil rights activity ("Those people are just hurting their own cause!")--all have their effect in contacts with pupils and parents, often being interpreted differently than intended by the school person.

While basic intergroup relations information per se must be an integral part of any in-service program, such information can be

disseminated through reading materials, lectures, films, etc. It is only through small face-to-face discussion groups, however, led by skilled and experienced training group ("T-group" or "sensitivity group") leaders, that interpretation of information and feelings about it can be expressed and put to positive use. (It is the way in which information is selected, perceived, and interpreted, of course, rather than the information itself, that affects behavior.) Such groups, long-term and continuing, should be the basis of in-service training. Participation of community persons in these groups also should be considered.

The study team would suggest that any intergroup relations program in the district, certainly including in-service training, be preceded by the formation of a district intergroup relations committee, composed both of administration and faculty members. This probably should be done as soon as possible. The committee, in addition to planning and implementing the in-service program, would develop guidelines for the establishment of pupil human relations committees in each school which are representative of the entire pupil population--including high achievers and low achievers, school leaders and those exhibiting behavior problems. The committee also would initiate these pupil committees, maintain on-going communication and regular meetings with them, and work with the pupil committees in developing human relations programs for each school. It is important to emphasize the need for both teacher and pupil involvement from the inception of all programs described.

The study team further would suggest that a survey of staff and pupil opinions and attitudes--about school problems and ethnic differences--is a desirable goal in itself, as well as for use in an in-service

training program. Feelings as to what constitute problems often are more important than any "objective" descriptions and these feelings often represent the most real and difficult problems with which school personnel must deal. The study team would suggest that such a survey be conducted among a sample group of staff and pupils, maintaining the anonymity of the respondents, and then evaluated by the intergroup relations committee for future use and possible development of appropriate programs. Similar surveys have been conducted in other districts and the Bureau of Intergroup Relations might provide assistance in this regard.

G. Community relations. Finally, it appears to the study team that the entire area of community involvement--in relation to implementation of the physical desegregation plan and the concerns enumerated above--calls for evaluation and restructuring. From the use of the Title I Community Advisory Committee, to the involvement of parents and students in campus human relations programs, to the use of community people in developing and commenting upon curriculum materials and in-service training, a closer and more extensive school-community partnership appears both desirable and necessary. If the compensatory education program, much less the plan for desegregation, is to be effective, is to be viewed positively by those it is designed to help, and is to reduce home-school conflict, then the community must be involved meaningfully and consistently in it. This often may prove time-consuming and elicit much negative criticism, but it is difficult to see how it otherwise can work. The same is true of parent involvement in such individual matters as Continuation School and Special Education placements, and

of parent and teacher involvement in planning in-service training. The same is true in many other areas. This involvement is not only necessary for community education and community relations (that is, presenting the schools' point of view to the community) but it is also necessary if the district is to enlist the resources of the community--public support as well as human talent--in the development, implementation, and evaluation of programs that cannot succeed in isolation from the community.

It must be emphasized that the willingness of any school system to look at these problems and seriously involve those persons most affected, frankly and without defensiveness, undoubtedly indicates both its maturity and the extent to which the problems are likely to be solved.

IV. RECOMMENDATIONS

A. Distribution of pupils

1. That the Corona Unified Schooi District adopt the plan of desegregation proposed by the Superintendent and recommended by the Committee for the Best Education, and implement it no later than September 1968.
2. That the district conduct periodic racial and ethnic surveys of all schools, review the relevant data, and take necessary steps to maintain an approximate racial and ethnic balance in schools throughout the district. (In this connection, attention is called to the existing differences in ethnic composition between Norco area schools and Corona area schools.)

B. Intergroup relations

1. That the Superintendent appoint a district intergroup relations committee, composed of administrators and faculty, to develop the in-service training program recommended below, conduct an opinion and attitude survey among staff and pupils, initiate student human relations committees, and evaluate the curriculum and curriculum materials as they relate to Spanish surname pupils and to the need of Anglo pupils to understand and respect the cultural background of their peers. This committee also should explore ways in which the Title I program might fit into this effort. The Bureau of Intergroup Relations might provide assistance to the committee.

2. That the district plan and carry out, prior to September 1968, an extended, mandatory in-service training program for all staff. This program, planned and implemented by the district intergroup relations committee, should include:

   a. Dissemination of informational material on intergroup relations, the history and culture of Mexican Americans and other minority groups, and minority group problems today. (Emphasis should be placed on classroom use of the material and on the value of this type of education for Anglo as well as minority pupils.)

   b. Presentations by outstanding Mexican Americans

and members of other minority groups.

c. Regularly scheduled faculty meetings at which teachers discuss, with qualified resource persons, intergroup relations problems that affect their daily work.

d. An in-depth sensitivity training program.

e. Provision for compensation in time-off, institute credit, or direct fees to those who participate.

3. That the Superintendent, with the assistance of the Bureau of Intergroup Relations, develop a plan by which the Spanish surname community of Corona may select a broadly representative advisory committee. At least during the initial period of desegregation the committee would hold regularly scheduled meetings with the Superintendent and staff to discuss matters of community concern including implementation of the desegregation plan. Members of the committee also might assist the district intergroup relations committee and review the programs they develop.

4. That the Superintendent, assisted by his staff, review all areas in which parent involvement may be needed or be likely to benefit the parents and the school program, and take steps to develop parent involvement in those areas.

5. That provision be made for establishing faculty-student committees in the junior and senior high schools, for the

purpose of reviewing the extent of participation of students of all ethnic groups in school activities. The committees should be encouraged to make recommendations for changes that might lead to more extensive participation. The pupil human relations committees mentioned above, augmented by faculty members, might be given this task.

6. That the Superintendent appoint a staff research team to study, empirically and in-depth, the educational problems of Spanish surname pupils in the district. Advice and assistance should be sought from the Riverside County Schools Office, the State Department of Education, the University of California at Riverside, and other sources. This group should consult with the district intergroup relations committee and the community advisory committee.

C. Faculty recruitment

That the Superintendent, with the assistance of the Bureau of Intergroup Relations and the community advisory committee, explore ways in which more Spanish-speaking teachers, Mexican American teachers, and other minority teachers might be recruited for positions in the Corona Unified School District. Programs designed to lead minority group pupils in Corona to consider teaching careers might also be explored.

POSITION STATEMENT ON RACIAL/ETHNIC IMBALANCE OF PUBLIC SCHOOLS
by
BOARD OF EDUCATION
CORONA UNIFIED SCHOOL DISTRICT

The Board of Education believes in the equal dignity of all men. From this belief in equal dignity, the demand for equal opportunity for all men logically flows. The public school system in this nation was developed in part as an institution designed to make the ideal of equal opportunity a reality. Advancement toward the American ideal of equality of opportunity and equal dignity for all men requires that the provision of equal educational opportunity be the central obligation of the public schools.

The United States Supreme Court, in 1954, expressed the unanimous opinion that schools segregated on the basis of race or ethnic origin are inherently unequal. In California, by law and custom, we have historically operated on the principle of equality of educational opportunity for all children, without regard to race or color, and for this reason, it was easy for us to accept the underlying hypothesis of that decision and applaud its rendition.

Local boards of education responsible for the establishment of school attendance centers are directed by the California State Board of Education, by the Attorney General's Office, and by the State Department of Education to alleviate de facto segregation. California Administrative Code (Sections 2010-11) gives the state board policy to exert all effort to avoid and eliminate segregation of children on account of race or color.

The California Supreme Court (Jackson v. Pasadena School District, 1963) cited the right to an equal opportunity for education and the harmful consequences of segregation require that school boards take steps, insofar as reasonably feasible, to alleviate racial imbalance in schools regardless of cause.

The Board of Education of Corona Unified School District has for some time now been studying racial/ethnic imbalance of our schools. We find that, primarily because of patterns of residential segregation, some of our schools are becoming increasingly segregated on the basis of race and ethnic origin. The Board recognizes that the term "equal educational opportunity" implies the opportunity for each individual to become aware of and to understand and appreciate the many varieties of culture, to learn to relate positively to the diverse people in his society, to contribute and refine his own evolving cultural patterns, and to develop his own dignity and worth. Therefore, we realize that racial/ethnic segregation poses a challenge to equality of educational opportunity and that this challenge must be met with the full thrust of our legal authority and moral leadership.

We state unequivocally that nothing in the Board's policy, present or past, was deliberately inserted to bring about the segregation which

exists. We fully realize that there are many social and economic forces, over which we have no direct control, which tend to facilitate de facto racial/ethnic segregation.

The Board has made clear, both individually and collectively, its abhorrence of racial or ethnic segregation in any form. The Board of Education now reaffirms its determination to use whatever means are in keeping with sound educational policies to retard the growth of racial/ethnic segregation and to use all reasonable means to reduce racial/ethnic segregation in the schools of the district.

The Board does not expect to achieve these goals immediately or alone. The Board fully expects to direct considerable attention to this problem during the 1967-68 school year with the desire to determine an educational direction.

The understanding and support of all citizens of the city is essential to success. The cooperation of other institutions is needed both in support of the school program and in attack on any inequalities that may exist in other phases of community life.

June 19, 1967

SCHOOL DISTRICT RESPONSIBILITY TO PREVENT DE FACTO SEGREGATION

(Excerpt, letter dated April 20, 1967, to all California district and county superintendents of schools, from Dr. Max Rafferty, State Superintendent of Public Instruction)

...

State policies explicitly state that school districts have a legal obligation to take reasonable affirmative steps to prevent the segregation of students in schools by race, regardless of the cause of segregation, and to consider the ethnic composition of a school in determining its attendance boundaries.

These policies have been affirmed by the California Supreme Court, the Attorney General and the State Board of Education in Title 5, of the California Administrative Code.

The California Administrative Code, Title 5, states as follows:

"Section 2010. State Board Policy. It is the declared policy of the State Board of Education that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall exert all effort to avoid and eliminate segregation of children on account of race or color.

"Section 2011. Establishment of School Attendance Areas and School Attendance Practices in School Districts. For the purpose of avoiding, insofar as practicable, the establishment of attendance areas and attendance practices which in practical effect discriminate upon an ethnic basis against pupils or their families or which in practical effect tend to establish or maintain segregation on an ethnic basis, the governing board of a school district in establishing attendance areas and attendance practices in the district shall include among the factors considered the following:

(a) The ethnic composition of the residents in the immediate area of the school.

(b) The ethnic composition of the residents in the territory peripheral to the immediate area of the school.

(c) The effect on the ethnic composition of the student body of the school based upon alternate plans for establishing the attendance area or attendance practice.

(d) The effect on the ethnic composition of the student body of adjacent schools based upon alternate plans for establishing an attendance area or an attendance practice.

(e) The effect on the ethnic composition of the student body of the school and of adjacent schools of the use of transportation presently necessary and provided either by a parent or the district."

These regulations were cited by the California Supreme Court in 1963 in Jackson v. Pasadena School District, when the court stated:

"So long as large numbers of Negroes live in segregated areas, school authorities will be confronted with difficult problems in providing Negro children with the kind of education they are entitled to have. Residential segregation is in itself an evil which tends to frustrate the youth in the area and to cause antisocial attitudes and behavior. Where such segregation exists, it is not enough for a school board to refrain from affirmative discriminatory conduct. The harmful influence on the children will be reflected and intensified in the classroom if school attendance is determined on a geographic basis without corrective measures. The right to an equal opportunity for education and the harmful consequences of segregation require that school boards take steps, insofar as reasonably feasible, to alleviate racial imbalance in schools regardless of its cause."
(Emphasis added.)

In the only other California court decision on this issue, the Sacramento Superior Court in 1963 relied on Jackson v. Pasadena in directing the Sacramento Unified School District to make a prompt evaluation of its school attendance practices and develop a desegregation plan conforming to State policies.

In an opinion in 1963, the Attorney General concluded that, "The governing board of a school district may consider race as a factor in adopting a school attendance plan, if the purpose of considering the racial factor is to effect desegregation in the schools, and the plan is reasonably related to the accomplishment of that purpose." (Emphasis added.)

Some persons have relied on court decisions in other states to conclude that ethnic composition in a school may not be considered in determining school attendance boundaries. These are predominantly cases in Southern states where race has been used to enforce school segregation, rather than to alleviate the harmful consequences of school segregation. In the absence of Federal court decisions to the contrary, school districts in California are bound by decisions of California courts and State Board of Education regulations which have been inferentially upheld by California courts.

Thus, in California, school administrators and school boards have not only the authority, but the legal duty to take reasonable affirmative action to alleviate de facto segregation in the schools.

This does not mean that school districts must adopt any particular plan or method of desegregation, as there are many approaches to correcting racial imbalance. What is reasonable depends on circumstances in each individual school district.

The State Department of Education's Bureau of Intergroup Relations staff is available to offer consultative services to any school district requesting assistance in development of a desegregation plan.